

St Catherine's Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Catherine's
Number of pupils in school	459
Proportion (%) of pupil premium eligible pupils	9.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Headteacher
Pupil premium lead	Holly Evans
Governor / Trustee lead	Peter Collins & Francesca Giacon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,835
Recovery premium funding allocation this academic year	£6,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£66,925

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set · act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from nursery through to KS2

	and in general, are more prevalent among our disadvantaged children than their peers. This has impacted on their writing progress.
2	Our assessments (including wellbeing survey), behaviour tracker, observations and discussions with pupils and families have identified social and emotional issues for many children. This has had an impact on the children's play and interactions with their peers and their ability to articulate and communicate their feelings in a constructive manner. Several pupils currently require additional support with social and emotional needs
3	Our wellbeing surveys, assessments and discussions with children and their families have identified disadvantaged children as having a notable lack of enrichment opportunities and experiences. This challenge has had a particular effect on disadvantaged pupils' language, progress, and attainment. Teacher referrals for support have markedly increased during the pandemic.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Our disadvantaged children have age - appropriate language and communication skills and are able to articulate their feelings, knowledge and understanding with ease.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Our disadvantaged children are confident and have good self-esteem and social skills, showing an understanding of their emotional wellbeing and the feelings of others in their immediate and extended community.	Sustained high levels of wellbeing from 2023-24 demonstrated by qualitative data from pupil voice, student and parent surveys and teacher observations.
Our disadvantaged children have a "bank" of cultural knowledge and cultural experiences that they can call upon to help them navigate the next stage of their learning with increased opportunities.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of DfE validated systematic synthetic phonics programme to secure phonics for all children Little Wandle and additional decodable reading books and teaching materials	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk)	1
To support Early Career Teachers and less experienced teachers with training from national accredited training providers e.g GB Gymnastics for Primary Teachers	Effective professional development that effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1,2,3
Quality CPD to support teaching assistants to improve their understanding of mathematical strategies and therefore their ability to support children's progress	Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	1,2,3
Quality CPD for teachers for example Trauma and Attachment from ACEducation so that they are skilled in recognising signs in children's behaviours that could indicate adverse child hood experiences and act	Effective CPD that implements professional development programmes, taking into consideration the context and needs of the school Effective Professional Development EEF (educationendowmentfoundation.org.uk)	2

swiftly and positively to support them.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide tuition targeted at specific needs and knowledge gaps.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small group tuition EEF educationendowmentfoundation.org.uk	1, 2
TA's to deliver structured Interventions (e.g NELI, OTTO club, Content Kit, phonics, language groups, precision teaching) to support children's academic progress.	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress Small group tuition EEF educationendowmentfoundation.org.uk Nuffield Early Language Intervention Scale Up EEF educationendowmentfoundation.org.uk Education Endowment Foundation EEF	1, 2
Targeted Language intervention for each year group to enable accelerated progress in language and vocabulary skills.	The targeted use of oral language interventions/ approaches will support disadvantaged pupils to catch up with peers, Making Best Use of Teaching Assistants EEF educationendowmentfoundation.org.uk Oral language interventions EEF educationendowmentfoundation.org.uk	1, 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Learning Mentor role</p> <p>To provide lunchtime clubs and discrete 1:1 sessions to support children to develop positive interactions with their peers and develop their abilities to articulate and communicate their feelings in a constructive manner.</p>	<p>We aim to develop and strengthen learning behaviours in our pupils, so they become more motivated, engaged, and determined to succeed. Developing strong relationships is integral to this and opportunities to develop these skills at their own pace away from the classroom</p> <p>Learning behaviours EEF (educationendowmentfoundation.org.uk)</p>	1, 2
<p>To expose children to a wide range of trips and real life experiences so that they have a deeper knowledge, understanding and vocabulary</p>	<p>This area is currently under researched by the EEF. We have gathered our own evidence that real life experiences support children to make links in the classroom which is supported by the available evidence We support the view of “arts for arts sake”</p> <p>Arts education EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified</p>	1, 2, 3

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted learning, engagement and pupil motivation. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National academy, White Rose and online tutoring.

Although attendance in 2020/21 was lower than in the preceding 3 years at 97.96%, it was higher than the national average. At times when all pupils were expected to attend school, attendance among disadvantaged pupils was 96.75% lower than their peers.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding practice teaching direct reading skills. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. ·
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs,
- give pupils a voice in how we address wellbeing, and support effective collaboration with parents. ·
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.